

RESIDENTIAL OBSERVATION
Review Year July 2008 through June 2009

This tool is to be used by the Quality Assurance Reviewer to gather information to determine whether or not a provider is meeting requirements in the areas listed below. Information may be gathered from interactions with staff and people who receive services, by observations, and/or record review. If evidence is discovered to show that the provider is meeting the requirement, a score of "Met" will be recorded. If evidence is discovered to show that the provider is not meeting the requirement, a score of "Not Met" will be recorded.

	Area	Suggested sources for evidence	Comments	Met	Not Met
1	Health status and personal care needs are known and people are provided the type and degree of CARE necessary to address those needs appropriately.	<p>Look for evidence (interview staff, people, review records, observe) to determine whether or not the following is occurring:</p> <ul style="list-style-type: none"> • Medical conditions /health risks are known and needs are adequately addressed as outlined in the support plan. • Prescribed medications are known. • Potential side effects are known and the actions to take if side effects are noted. • Risks are identified and addressed appropriately (elopement, self-injurious behavior, seizure activity, etc.) • Food provided meets the dietary requirements (restrictions, special preparations) • People receive routine health care and dental exams. • People are referred to specialists for evaluations of seizures, GERD, orthopedic problems, etc. • There are no issues with accessing quality care. • A system is in place to address acute illness promptly and ensure appropriate follow up and staff are knowledgeable about that system. <p>Interview people to determine if they:</p> <ul style="list-style-type: none"> • are supported to choose their healthcare providers • make their own appointments if they are capable • are informed about the medications they are taking and why and possible side effects. • People are supported to be clean and well groomed. 		<input type="checkbox"/>	<input type="checkbox"/>

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2	People are provided the degree and type of SUPERVISION necessary to keep them safe but not unnecessarily restricted.	<p>Through conversation with staff and observation, determine if:</p> <ul style="list-style-type: none"> • Staff knows the person's capability for managing their own behavior. • Person has a plan of supervision. • Staff can describe the plan. • Plan is carried out appropriately. For example, if staff tells you that the person must be visually checked on the hour, observe to see whether or not that occurs and that it is documented as the plan specifies. • There is evidence that supervision plans are individualized. • People are not receiving more supervision than they require. • Restrictive plans of supervision are reviewed and approved by HRC 		<input type="checkbox"/>	<input type="checkbox"/>
3	People receive assistance with acquisition, retention, or improvement in skills necessary to live in the community, consistent with assessed needs, interests / personal goals.	<p>Ask the person to tell you what they are learning and how their goals were chosen. Is training meaningful to them? Are they learning new skills? Has training resulted in them becoming more independent? What changes, if any have been made in their training?</p> <p>Ask staff to tell you:</p> <p>How they determine training needs.</p> <p>The training goals that are on-going.</p> <p>The strategies/methods they use to train.</p> <p>How the training is related to or supports attainment of the individual's personal goals.</p> <p>How data is collected and reported.</p> <p>How progress is assessed.</p> <p>How do they know if the training/goals, etc. need to be amended</p> <p>How frequently training goals/strategies are amended.</p> <p>Ask staff to describe how people have changed/progressed as a result of training.</p> <p>Are equipment/materials available to staff to implement plan?</p> <p>Look for evidence that training plans have been amended when progress is not being made.</p> <p>Does training occur in a setting where the skill would normally be used? For example: learning to complete a bank deposit slip when actually making a deposit as opposed to training with a copy of a fake form.</p> <p>Is training functional and beneficial?</p> <p>If applicable, this includes the</p>		<input type="checkbox"/>	<input type="checkbox"/>

		<p>individual's formal behavior support plan. Determine the staff's knowledge of the content of the plan including the targeted behaviors, interventions and replacement behaviors. Ask staff how they were trained on the behavior support plan.</p> <p>Are behavioral incidents being documented according to the behavior support plan?</p> <p>How effective is the behavior plan? How often does the behavior support person monitor the plan?</p>			
4	People are SAFE.	<p>Observe to see if any unsafe conditions are apparent.</p> <p>Are emergency numbers posted/readily available?</p> <p>Are fire drills conducted with individualized supports if needed i.e. flashing lights for people who cannot hear the alarm, etc.?</p> <p>Are people trained on emergency procedures? Ask how they would react if a fire, tornado, etc. happened.</p> <p>Ask staff what their responsibilities are in responding to emergency situations.</p> <p>Are staff familiar with safety equipment and how to operate it?</p> <p>Have modifications been made to facilitate safety based on person's needs i.e. grab bars, ramps, etc.</p> <p>Ask people if they feel safe in the home.</p>		<input type="checkbox"/>	<input type="checkbox"/>
5	People are treated with DIGNITY AND RESPECT.	<p>Are people listened to and responded to promptly.</p> <p>Is there interaction between staff and the people who receive services?</p> <p>Are people addressed in their preferred way?</p> <p>Are people extended the same courtesies that anyone would expect?</p> <p>Are personal needs attended to in private?</p> <p>Do people feel they are listened to?</p> <p>Do supports provided emphasize people's capabilities rather than their disabilities or differences?</p> <p>Are people provided meaningful activities and training opportunities?</p> <p>Are people supported to dress, style their hair, the way they prefer?</p>		<input type="checkbox"/>	<input type="checkbox"/>

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6	People are supported to learn about their RIGHTS and exercise the rights that are important to them.	<p>Ask staff if they are trained to respect people's individual rights.</p> <p>How is knowledge of rights assessed and how is rights training done? Ask people if they know what their rights are and if anyone has ever talked with them about rights.</p> <p>Ask people how their money is handled and whether or not they are satisfied with the process. Do they know how much money they earn or where their funds come from? Do they know where it is kept and how to access it?</p> <p>Are people able to access personal possessions?</p> <p>Do they have a key to their room and the house if they so desire?</p> <p>Observe to see if people move freely throughout the home.</p> <p>If there are house rules, were the people involved in the development of them?</p> <p>Are there locks on cabinets, pantries, etc.?</p> <p>Do people have access to money/belongings and a place to secure them?</p> <p>Are people encouraged to advocate for themselves?</p> <p>Are people supported to have choices (bedtimes, mealtimes, activities, etc.)?</p>		<input type="checkbox"/>	<input type="checkbox"/>
7	The person's privacy is upheld.	<p>Observe and interview staff concerning how the right to privacy is respected. Determine how staff learn about the person's preferences for privacy.</p> <p>Observe staff interacting with individuals. Look for evidence that staff is sensitive to privacy issues.</p> <p>Discover if people spend time alone if/when they want to.</p> <p>Is there a private place to entertain visitors/receive phone calls?</p> <p>Do people open their own mail?</p> <p>Ask people if they have any concerns regarding privacy.</p>		<input type="checkbox"/>	<input type="checkbox"/>
8	Information about the person is secured and not publicly displayed, except at the informed choice of the person.	<p>Ask staff how they maintain the confidentiality of and secure information about people.</p> <p>How are staff informed about confidentiality procedures?</p> <p>How is staff compliance with procedures monitored?</p> <p>Is there sensitive information posted in the house for all to see?</p> <p>Is personal information openly discussed?</p> <p>Are records kept secure?</p>		<input type="checkbox"/>	<input type="checkbox"/>

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9	People's right to DUE PROCESS is supported.	<p>Ask staff if they know about complaint and grievance procedures. How are they informed about the procedures?</p> <p>Are staff are trained in the HRC process and understand that a review must occur when <u>any</u> right is restricted, including personal freedoms such as the right to use the kitchen in their home or to have a key to the home?</p> <p>Are all rights restrictions reviewed by the HRC?</p> <p>Are people supported to attend meetings and actively participate in the HRC process? Are they supported to advocate for themselves?</p> <p>Do people feel they are treated fairly?</p> <p>How is consent handled? How is informed consent assured?</p> <p>Do people provide their own consent when they are over 18 years of age if they have not been determined incompetent by a court of law?</p> <p>Are people made aware that information about them is being shared?</p>		<input type="checkbox"/>	<input type="checkbox"/>
10	Staff know and implement the procedures for ABUSE and people are supported to know what abuse is and how and to whom to report it.	<p>Do staff know what constitutes abuse and how to report? Does training include prevention? Are people who receive services trained on abuse?</p> <p>Ask if people know what abuse is. What would they do if they were abused?</p> <p>Would they know how to report? To whom would they report?</p> <p>Ask staff what happens when abuse occurs? Does the person who is abused receive appropriate follow-up (medical care, counseling, information about the resolution)?</p>		<input type="checkbox"/>	<input type="checkbox"/>
11	Does the provider have a process to determine whether or not people are SATISFIED with services?	<p>Ask staff how they know whether or not the people they work with are satisfied with the services they provide them.</p> <p>What concerns have been expressed?</p> <p>Ask staff and people served to explain the process for expressing a complaint.</p> <p>Ask people if they have had a complaint and what they did about it. Was it resolved in a timely manner and to their satisfaction?</p> <p>Determine if the supports provided are meeting the expectations of the people served.</p>		<input type="checkbox"/>	<input type="checkbox"/>

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12	STAFF are able to describe their roles/responsibilities in supporting people.	<p>What do staff view as their most important responsibility?</p> <p>Do they view themselves as care givers or support providers?</p> <p>Are staff trained to recognize each person as an individual and to promote dignity and respect?</p> <p>Do they support people in achieving personal goals?</p> <p>Do they offer choice in services/supports?</p> <p>Do they understand confidentiality policies and protect consumer information?</p> <p>Ask staff to describe the training are they provided to assist them in performing their roles. Do they feel they are adequately prepared?</p> <p>Determine the staffs' understanding of what to do in the following situations:</p> <p>Medication assistance</p> <p>Health emergencies involving people.</p> <p>Infection control</p> <p>Proper positioning</p> <p>Transportation safety.</p>		<input type="checkbox"/>	<input type="checkbox"/>